



### Progressions of Skills - History LKS2

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Who were the Anglo Saxons? (History)	Is this Art? (Art)	Would you survive a natural Disaster? (Science/Geography)	Would you open Pandora's box? (Inspirational people and Ancient Civilisations)	Textiles-fastenings	What part would I play in the Industrial Revolution? (Local History)
Global Goals	9. Industry, Innovation and infrastructure		13. Climate Action	11 Sustainable Cities and Communities	3. Good Health and Well-Being 4. Quality Education	8. Decent Work and Economic Growth.
British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Democracy	Rule of Law
Enrichment opportunities	Erik Viking Man visits school to discuss 'A day in the life of a Viking'					
Area of Study	Britain's settlement by Anglo Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			A study of Greek life and achievements and their influence on the western world.		A local history study

Knowledge



<p><b>Chronology</b></p>	<ul style="list-style-type: none"> <li>• Place events from historical periods studied on a timeline.</li> <li>• Understand more complex terms of BC / AD.</li> <li>• Describe main changes including people, places and events.</li> </ul>			<ul style="list-style-type: none"> <li>• Use dates and terms, using key dates</li> <li>• When describing events order dates on a timeline/ events.</li> <li>• Place current study on a timeline in relation to other studies.</li> <li>• Further focus on AD/BC understanding and relative position to other ancient civilisations.</li> </ul>		
<p><b>Historical Terms</b></p>	<p>raids, berserkers, Odin, Danelaw, Jorvik, settlements, Scandinavia, danegeld, defeat, longship, treaty</p>			<ul style="list-style-type: none"> <li>• Use historical terms with understanding eg: empire, democracy, slavery</li> </ul>		



<p>Historical Enquiry</p>	<ul style="list-style-type: none"> <li>• Change, cause, similarities and differences</li> <li>• Finding the answers from different sources/artefacts</li> <li>• Begin to use books and internet research. • Ask a variety of questions</li> <li>• Choose relevant material to present a picture of one aspect of life in the past time.</li> </ul>			<ul style="list-style-type: none"> <li>• Bring knowledge gathered from several sources together in a fluent accent</li> </ul>		
<p>Interpreting History</p>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>• Compare versions of history.</li> <li>• Evaluate different sources of history including information.</li> <li>• Be aware that different versions of the past may vary.</li> </ul>			<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Compare versions of history.</li> <li>• Evaluate different sources of history including information.</li> <li>• Be aware that different version of the past may exist and begin to suggest reasons for this.</li> <li>• Use textbooks and</li> </ul>		



				historical knowledge.		
Continuity and Change	<ul style="list-style-type: none"> <li>• Making links between different periods of history and societies.</li> </ul>			<ul style="list-style-type: none"> <li>• Put Greek civilisation in context. .</li> </ul>		
Causes and Consequences	<ul style="list-style-type: none"> <li>• Give reasons for historical events, situations and changes.</li> <li>• Identify their impact on historical events, situations and changes</li> </ul>			<ul style="list-style-type: none"> <li>• Explore technological change over a period and beyond; understanding change is ongoing.</li> </ul>		
Similarities and Difference	<ul style="list-style-type: none"> <li>• Describe some of the similarities and differences between different periods eg: social / cultural / religions.</li> </ul>			<ul style="list-style-type: none"> <li>• Show understanding of some of the similarities and differences from different periods.</li> </ul>		
Significance	Identify and begin to describe historically significant people and events in situations eg: Chichen Itza, Kukulcan, Boudicca, Julius Caesar, Hadrian's Wall, and Jorvik.			<ul style="list-style-type: none"> <li>• Consider what the Ancient Greeks have contributed to our culture.</li> </ul>		
Skills						